



Sinagua High School
Flagstaff Unified District
3950 E. Butler Avenue, Flagstaff, AZ 86004

ARIZONA
School Report Card
2001-02

Principal: Mrs. Ute D. Salisbury
Schedule: 7:00 AM to 3:00 PM
Web Address: www.flagstaff.k12.az.us/sinagua
E-mail: shs@flagstaff.apscc.k12.az.us

Grades: 9-12
2001 Enrollment: 1024
Phone: (928) 527-5500
Fax: (928) 527-5561

▼ School Overview ▼

Mission

Sinagua High School provides a safe and positive environment where young men and women of culturally diverse backgrounds develop the intellectual, emotional, creative and physical capabilities needed to achieve success as lifelong learners and to become responsible citizens with personal integrity and initiative.

Organization and Philosophy

- w Site-based Decision Making
- w Character Education/Project Wisdom
- w Traditional/Diverse Curricula
- w High Academic Expectations

School/Academic Goals

- w The students will have the knowledge and skills necessary to pursue post-graduation pathways.
- w Student academic performance will reflect high expectations.
- w The students will have technological knowledge and skills necessary to succeed in modern society.
- w The students will be exposed to, and value, the rich cultural diversity in the school community.

Instructional Programs

- w College Preparatory
- w Advanced Placement
- w School-to-Work/Tech Prep
- w Academic and Vocational Pathways
- w Integration of Tech. in the Curricula
- w Special Ed Resource Inclusion Program
- w ELL/LEP Classes
- w Academic Decathlon

Enrollment

October 1, 2000 School Year Student Enrollment:	987
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	154

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 6 Teacher(s)
 5 Parent(s)
 2 Community Member(s)
 2 Student(s)

Council Duties

w Communication in School Community
 w SHS Capital & Professional Growth Budget
 w School/Student Safety
 w Student Concerns From Homeroom Reps
 w Needs of Students From Outlying Areas
 w Instructional Programs and Scheduling

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	57.30
Other Professional Staff	0.20	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	4	3	0	0
7 to 9 years	1	5	0	0
10 or more years	12	19	2	0

▽ Shared Responsibilities ▽

School

SHS is committed to providing a safe, caring and informative educational environment for all students. Ninth graders are oriented before school starts and receive mentorship in English classes. New students are oriented by a peer counselor. Students receive handbooks/planners which are mailed home. Parent newsletters are mailed quarterly. A fall Open House and counseling meetings throughout the year are held for parents. SHS has a comprehensive counseling and informational website.

Parents

SHS needs cooperation and support from parents in order to optimize student success. Parents are asked to become involved in their student's education by supporting academic efforts such as homework and study requirements, good attendance and behavior. Young people today need standards and reinforcement for positive efforts to support their success. SHS has a very active PTO which assists faculty and students in numerous areas. Numerous parent booster clubs support extracurricular activities.

▽ Transportation Policy ▽

Students are transported to Sinagua High School from distances of approximately 55 miles to the east from Tolani Lake and Bird Springs, 68 miles to the southeast from Mormon Lake and 30 miles to the south of Munds Park. Approximately 30% of our students ride the bus to school. Afterschool activity buses are provided for students, giving them time for tutoring and extracurricular activities.

▽ Calendar Information ▽

Number of Instruction Days:	179	First Day of School:	8/27/01
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/7/02

Operates on Traditional Schedule

Report Card Release Dates

11/2/01	1/27/02	4/5/02	6/14/02
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Additional Calendar/Report Card Information

Student progress reports are mailed home every 4 1/2 weeks. Weekly progress reports are available upon request. Quarter and semester grades are also mailed home. Attendance notifications for excessive absences are mailed home weekly.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Tech Labs/CAD/Computerized Laser	W Networked Lib. Research/Learning Center
W Classrm for Students w/Multi-disability	W Food Prod. Kitchen/Child Care Center

Extracurricular Activities

W 4A Athletic Program Including Soccer	W Student Council/Leadership
W Band/Jazz Band/Orchestra/Choirs	W Clubs/NHS/MECHA/Native American
W Drama/Speech/Mock Trial/Academic Decath.	W School Publications/Yearbook
W TEAMS Competition	W Rodeo Club/Hiking Club

School/Community Resources

W Peer Couns./Mediation/Crisis Intervent.	W Adopt-A-School Partnerships w/W L Gore
W Prevention Programs/All Stars	W Northern Arizona University
W Health Services	W Albertsons' Community Partnerships
W Community Schools/Comm. College Classes	W Title VII Home School Coordinator

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w Stanford 9 and AIMS scores are well above state norms at all levels. We have expanded our AP Program. The Special Education Opportunities Program received the Beacons of Excellence Award, as well as a significant University of Wisconsin grant.</p> | <p>w Competitions and presentations such as Academic Decathlon, Mock Trial, Authors in Schools, Experts in Schools, Artists-in-Residence and Teams. Numerous exhibitions and Challenge/Enrichment opportunities.</p> |
| <p>w Community service by AP environmental science, National Honor Society, Student Council and 9th grade English classes.</p> | <p>w Boys and girls soccer, baseball, went to state playoffs.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.5 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	16.4 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	2.4 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	98.8 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	1.2 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	3.2 %			11.1 %
Status Unknown ⁸	4.3 %			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
53% Grads Enrolled in 4-year Colleges/Universities	2001
Flinn Scholarship (1)	2001
31% Grads Enrolled in 2-year Institutions	2001
Over \$1,042,322 Awarded in Scholarships	2001

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2000-01

Grade 10 (Class of 2003) ²		Number Tested ³	MS	FFB	A	M	E	C
Reading	School	181	529	6%	14%	58%	20%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	227	491	8%	48%	43%	0%	83%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	195	490	41%	24%	23%	12%	NA
	State	47215	479	50%	19%	21%	10%	NA

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

³**Items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	92	54	43	93	45	44	94	53	43	89	51	43	88	53	43
	Language	92	46	37	94	41	39	95	46	39	90	47	40	85	48	41
	Mathematics	92	69	54	94	62	57	95	69	57	90	70	59	86	71	61
10	Reading	84	52	42	89	52	42	97	45	42	91	55	42	--	--	--
	Language	85	50	43	91	49	43	99	45	44	91	53	44	--	--	--
	Mathematics	85	54	46	91	58	47	100	55	49	91	66	50	--	--	--
11	Reading	79	57	46	83	56	46	88	51	44	86	54	45	--	--	--
	Language	78	48	42	87	48	43	89	44	42	88	46	44	--	--	--
	Mathematics	78	63	49	86	65	51	89	62	52	88	68	55	--	--	--

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

SHS has worked with Flagstaff PD&FD to coordinate & improve fire/lock-down drills. Admin met with students to discuss rules/safety issues in the student handbook. Admin works closely with custodial/maintenance to correct safety hazards & limit the number of access points during school hrs. Admin reacts quickly & decisively in dealing with any/all harassment or threats made to both students and/or teachers. A student peer counseling program is utilized extensively, as well as student study teams.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

17

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▼ Per Pupil and School Expenditures for the 1999-2000 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,553	\$2,459,248
Classroom Supplies	\$53	\$50,656
Administration	\$488	\$469,596
Support Services-Students	\$362	\$348,541
Other Support Services and Operations	\$1,162	\$1,118,964
Total Expenditures- All Categories 1999-2000	\$4,617	\$4,447,004

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Classroom Enhancement Funds 2000-01 ▼

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$548,204.22 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	Michelle Knotts	(928) 527-5500	
Transportation Policy	Fred Fennell	(928) 773-4171	
Community Resources	Chas DeWitt	(928) 527-5505	
School Nutrition Programs	April Lanning	(928) 527-6091	
Parent Organization	B. Jagger/J. Martin	(928) 526-1543	
Student Health/Nurse	Kerry Hiatt	(928) 527-5502	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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